ALIGNED SHOW-ME / TESOL STANDARDS

This document illuminates the correlation between the Show-Me Standards and the TESOL Standards. The Goals and the numbered items under them are the Show-Me Standards; the items with asterisks are the TESOL Standards. In parentheses, the correlating TESOL Goal, Standard, Descriptor, and/or Progress Indicator numbers are given. The TESOL standards can be found on the TESOL website at **<www.tesol.org>** or you may wish to use the direct link, **<http://www.tesol.org/assoc/k12standards/it/01.html>.**

GOAL 1

Students in Missouri public schools will achieve the knowledge and skills to gather, analyze and apply information and ideas.

1. Develop questions and ideas to initiate and refine research
     * planning how and when to use cognitive strategies and applying them appropriately to a learning task (G2S3-D7)

2. Conduct research to answer questions and evaluate information and ideas
     *locate information for leisure activities (in oral or written form) (G1S2-PI7)
     *gathering information orally and in writing (G2S2-D4)
     *gather and organize the appropriate materials needed to complete a task (G2S2-PI18)

3. Design and conduct field and laboratory investigations to study nature and society

4. Use technological tools and other resources to locate, select and organize information
     *selecting different media to help understand language (G1S3-D10)
     *use a computer spell checker to verify spelling (G1S3-PI5)
     *use written sources to discover or check information (G1S3-PI6)
     *understanding and producing technical vocabulary and text features according to content area (G2S2-D12)
     *locate information appropriate to an assignment in text or reference materials (G2S2-PI6)

5. Comprehend and evaluate written, visual, and oral presentations and works
     *clarify and restate information as needed (G1S1-PI14)

*following oral and written directions, implicit and explicit (G2S1-D1)
*ask a teacher or peer to confirm one's understanding of directions to complete an assignment (G2S1-PI2)
*selecting, connecting, and explaining information (G2S2-D6)
*use contextual clues (G2S2-PI20)
*using context to construct meaning (G2S3-D3)
*consult print and non-print resources in the native language when needed (G2S2-PI19)

6. Discover and evaluate patterns and relationships in information, ideas, and structures
   *testing hypotheses about language (G1S3-D1)
   *expressing likes, dislikes, and needs (G2S1-D9)
   *observing and modeling how others speak and behave in a particular situation or setting (G3S3-D1)
   *seeking information about appropriate language use and behavior (G3S3-D3)

7. Evaluate the accuracy of information and the reliability of its source
   *use a dictionary to validate choice of language (G1S3-PI3)
   *synthesize, analyze, and evaluate information (G2S2-PI4)
   *scan several resources to determine the appropriateness to the topic of study (G2S3-PI6)

8. Organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis or presentation
   *using context to get meaning (G1S3-D12)
   *associate regalia or diagrams with written labels to learn vocabulary or construct meaning (G1S3-PI14)
   *representing information visually and interpreting information presented visually (G2S2-D9)
   *construct a chart synthesizing information (G2S2-PI9)
   *construct a chart or other graphic showing data (G2S2-PI14)
   *rehearse and visualize information (G2S3-PI14)

9. Identify, analyze and compare the institutions, traditions and art forms of past and present societies
   *analyzing, synthesizing, and inferring from information (G2S2-D7)
   *define, compare, and classify objects (e.g., according to number, shape, color, size, function, physical characteristics) (G2S2-PI11)

10. Apply acquired information, ideas and skills to different contexts as students, workers citizens and consumers
   *getting personal needs met (G1S1-D4)
   *distribute and collect classroom materials (G2S1-PI18)
   *create a commercial using an appropriate language style for the product (G3S1-PI9)
   *create a cartoon or comic book (G3S1-PI10)
   *express humor through verbal and nonverbal means (G3S1-PI15)
   *responding to and using idioms, appropriately (G3S1-D5)
   *responding to and using humor appropriately (G3S1-D6)
   *use idiomatic speech appropriately (G3S1-PI13)
   *express humor through verbal and nonverbal means (G1S2-PI17)
   *comparing nonverbal and verbal cues (G1S3-D6)
   *understand verbal directions by comparing them with nonverbal cues (e.g. folding paper into eighths, lining up (G1S3-PI10)

*requesting information and assistance (G2S1-D5)
*request supplies to complete an assignment (G2S1-PI4)
*applying basic reading comprehension skills such as skimming, scanning,
  previewing, and reviewing text (G2S3-D2)
*establish the preconditions necessary for effective study (e.g. noise level,
  seating arrangements, access to needed materials) (G2S3-PI2)
*scan an entry in a book to locate information for an assignment (G2S3-PI12)
*recognize irony, sarcasm, and humor in a variety of contexts (G3S1-PI4)
*respond appropriately to a teacher's gesture (G3S2-PI11)
*obtain a teacher's attention in an appropriate manner (G3S2-PI12)
*Use English and native languages appropriately in a multilingual
  social situation (e.g., cooperative games or team sports (G3S1-PI19)

GOAL 2

Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom

1. Plan and make written, oral and visual presentations for a variety of purposes and audiences
   - *use prepared notes in an interview or meeting (G1S1-PI5)
   - *correspond with pen pals, English-speaking acquaintances, friends (G1S1-PI7)
   - *write personal essays (G1S1-PI8)
   - *make plans for social engagement (G1S1-PI9)
   - *describing, reading about, or participating in a favorite activity (G1S2-D1)
   - *plan and rehearse and anticipated conversation (G1S3-PI2)
   - *recite poems or songs aloud or to oneself (G1S3-PI12)
   - *negotiate verbally to identify role in preparation or a group/class presentation (G2S1-PI13)
   - *demonstrating knowledge through application in a variety of contexts (G2S2-D13)
   - *using the appropriate degree of formality with different audiences and settings (G3S1-D1)
   - *using a variety of writing styles appropriate for different audiences, purposes, and settings (G3S1-D3)
   - *responding to and using slang appropriately (G3S1-D4)
   - *determining appropriate topics for interaction (G3S1-D8)
   - *prepare and deliver a short persuasive presentation to different audiences (G3S1-PI6)
   - *maintain appropriate level of eye contact with audience while giving an oral presentation (G3S2-PI6)
   - *self-monitoring and self-evaluating language use according to setting and audience (G3S3-D4)
   - *rehearsing variations for language in different social and academic settings (G3S3-D6)

2. Review and revise communications to improve accuracy and clarity
   - *elicit information and ask clarification questions (G1S1-PI13)
   - *clarity and restate information as needed (G1S1-PI14)
   - *exploring alternative ways of saying things (G1S3-D3)
   - *requesting and providing clarification (G2S1-D2)
   - *ask a teacher to restate of simplify directions (G2S1-PI14)
   - *edit and revise own written assignments (G2S2-PI18)
   - *applying self-monitoring and self-corrective strategies to build and expand a knowledge base (G2S3-D5)
   - *imitating the behaviors of native English speakers to complete tasks successfully (G2S3-D11)
   - *rephrase, explain, revise, and expand oral or written information to check comprehension (G2S3-PI16)
   - *recognizing and using standard English and vernacular dialects appropriately (G3S1-D2)
   - *evaluate different types of communication for effectiveness in making one's point (G3S3-PI1)
   - *model behavior and language use of others in different situations and settings (G3S3-PI3)
   - *observe language use and behaviors of peers in different situations and

settings (G3D3-PI6)
*using the primary language to ask for clarification (G1S3-D8)
*ask someone the meaning of a word (G1S3-PI4)
*tell someone in the native language that a direction given in English was not understood (G2S2-PI1)
*applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text (G2S3-D2)
*knowing when to use native language resources (human and material) to promote understanding (G2S3-D12)
*establish the preconditions necessary for effective study (e.g., noise level, seating arrangements, access to needed material (G2S3-PI2)
*seek out print and non-print resources in the native language when needed (G2S3-PI18)

3. Exchange information, questions and ideas while recognizing the perspectives of others
*sharing and requesting information (G1S1-D1)
*expressing needs, feelings, and ideas (G1S1-D2)
*using nonverbal communication in social interactions (G1S1-D3)
*engaging in conversations (G1S1-D5)
*expressing personal needs, feelings, and ideas (G1S1-D3)
*persuade peers to join in a favorite activity, game, or hobby (G1S1-PI5)
*discuss issues of personal importance or value (G1S1-PI6)
*recount events of interest (G1S2-PI12)
*ask information questions for personal reasons (G1S2-PI13)
*make requests for personal reasons (G1S2-PI14)
*volunteer information and respond to questions about self and family (G1S1-PI12)
*focusing attention selectively (G1S3-D4)
*seeking support and feedback from others (G1S3-D5)
*practicing new language (G1S3-D11)
*ask a classmate whether a particular word or phrase is correct (G1S3-PI4)
*imitate a classmate's response to a teacher's question or directions (G1S3-PI13)
*participating in full-class, group, and pair discussions (G2S1-D3)
*asking and answering questions (G2S1-D4)
*join in a group response at the appropriate time (G2S1-PI15)
*share classroom materials and work successfully with a partner (G2S1-PI19)
*retelling information (G2S2-D5)
*responding to the work of peers and others (G2S2-D8)
*seek more knowledgeable others with whom to consult to advance understanding (G2S3-PI17)
*initiate and carry on appropriate small talk (e.g. while visiting a classmate's home, on a bus, at a party) (G3S1-PI11)
*interact with an adult in a formal and informal setting (G3S1-PI16)
*role play a telephone conversation with an adult (G3S1-PI17)
*using nonverbal communication in social interactions (G1S1-D3)
*shop in a supermarket (G1S1-PI10)
*use the telephone (G1S1-PI21)
*recommend a film or videotape to a friend (G1S2-PI2)
*recommend a game, book, or computer game (G1S2-PI10)

4. Present perceptions and ideas regarding works of the arts, humanities and sciences

*expressing needs, feelings, and ideas (G1S1-D2)
*describe feelings and emotions after watching a movie (G1S1-PI15)
*add gestures to correspond to a dialogue in a play (G3S2-PI10)

5. Perform or produce works in the fine and practical arts
*indicate interests, opinions, or preferences related to class projects
(G1S1-PI16)

6. Apply communication techniques to the job search and to the workplace
*recognize and apply the style of speech used in a job interview, a debate,
 or a formal meeting (G3S1-PI1)

7. Use technological tools to exchange information and ideas
*conducting transactions (G1S1-D6)

GOAL 3

Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems

1. Identify problems and define their scope and elements
   *justify changes in assignments or the need for an extension (G2S1-PI3)
   *formulating and asking questions (G2S2-D11)
   *preview assigned textbook chapters and generate questions to explore the topics
     to be presented (G2S3-PI1)

2. Develop and apply strategies based on ways others have prevented or solved problems

3. Develop and apply strategies based on one's own experience in preventing or solving problems
   *actively connecting new information to information previously learned (G2S3-D8)
   *interpreting and responding appropriately to nonverbal cues and body language
   (G3S2-D1)
   *demonstrating knowledge of acceptable nonverbal classroom behaviors (G3S2-D2)
   *using acceptable tone, volume, stress, and intonation in various social settings
   (G3S2-D3)
   *identify nonverbal cues that cause misunderstanding (G3S2-PI3)
   *analyze nonverbal behavior (G3S2-PI8)
   *describe intent by focusing on a person's nonverbal behavior (G3S2-PI9)
   *use appropriate volume of voice in different settings such as the library, hall,
     gymnasium, supermarket, and movie theater (G3S2-PI13)
   *evaluate behaviors in different situations (G3S3-PI5)

4. Evaluate the processes used in recognizing and solving problems
   *evaluating one's own success in a completed learning task (G2S3-D9)
   *recognizing the need for and seeking assistance appropriately from others (e.g.
     teachers, peers, specialists, community members) (G2S3-D10)

5. Reason inductively from a set of specific facts and deductively from general premises
   *elaborating and extending other people's ideas and words (G2S1-D8)

6. Examine problems and proposed solutions from multiple perspectives
   *comparing and contrasting information (G2S2-D1)

*research information on academic topics from multiple sources (G2S2-PI7)

7. Evaluate the extent to which a strategy addresses the problem
    *hypothesizing and predicting (G2S2-D10)
    *verbalize relationships between new information and information previously
      learned in another setting (G2S3-PI9)

8. Assess costs, benefits and other consequences of proposed solutions

GOAL 4

Students in Missouri public schools will acquire in knowledge and skills to make decisions and act as responsible members of society

1. Explain reasoning and identify information used to support decisions

    *negotiating and managing interaction to accomplish tasks (G2S1-D6)
    *explaining actions (G2S1-D7)
    *persuading, arguing, negotiating, evaluating, and justifying (G2S2-D2)

2. Understanding and apply the rights and responsibilities of citizenship in Missouri and the United States

3. Analyze the duties and responsibilities of individuals in societies

4. Recognize and practice honesty and integrity in academic work and in the workplace

5. Develop, monitor and revise plans of action to meet deadlines and accomplish goals

    *conducting transactions (G1S1-D6)

6. Identify tasks that require a coordinated effort and work with others to complete those tasks

    *indicate interests, opinions, or preferences related to class projects (G1S1-PI16)
    *share classroom materials and work successfully with a partner (G2S1-PI19)

7. Identify and apply practices that preserve and enhance the safety and health of self and others

8. Explore, prepare for and seek educational and job opportunities
    *obtain, complete, and process application forms, such as driver's license, social
      security, college entrance (G1S1-PI1)
    *select topics appropriate to discuss in a job interview (G3S1-PI2)

COMMUNICATION ARTS

1. Speaking and writing standard English (including grammar, usage, punctuation,
   spelling, capitalization)
   * *make an appointment (G1S1-PI3)
   * *corresponding with pen pals, English-speaking acquaintances, friends
     (G1S1-PI7)
   * *writing personal essays (G1S1-PI8)
   * *give and ask for permission (G1S1-PI17)
   * *read and write invitations and thank you letters (G1S1-PI20)
   * *learning and using language "chunks" (G1S3-D9)
   * *prepare for and participate in a debate (G2S2-PI2)
   * *advise peers on appropriate language use (G3S1-PI14)

2. Reading and evaluating fiction, poetry, and drama
   * *discuss preferences for types of music, book genres, and computer
     programs
     (G1S2-PI1)

3. Reading and evaluating nonfiction works and material (such as biographies,
   newspapers, technical manuals)
   * *describe, read, or write about a personal hero (G1S2-PI4)
   * *evaluate a written assignment using rating criteria provided by the
     teacher
     (G2S3-PI4)

4. Writing formally (such as reports, narratives, essays) and informally (such as
   outlines,
   notes)
   * *write in a diary or personal journal (G1S2-PI3)
   * *write a poem, short story, play, or song (G1S2-PI8)
   * *make notes in preparation for a meeting or interview (G1S3-PI1)
   * *keep individual notes for language learning (G1S3-PI7)
   * *paraphrase a teacher's directions orally or in writing (G1S1-PI10)
   * *take notes as a teacher presents information or during a film in order to
     summarize key concepts (G2S2-PI3)
   * *write a summary of a book, article, movie, or lecture (G2S2-PI5)
   * *identify and associate written information with words (e.g. written
     numerals
     with spoken numbers, the compass rose with directional words (G2S2-
     PI10)
   * *taking notes to record important information and aid one's own learning
     (G2S3-D4)
   * *take notes to summarize the main points provided in source material
     (G2S3-PI8)

*write business and personal letters (G3S1-PI8)
*write a letter or email message to an adult or a peer using appropriate language
   forms (G3S1-PI20)

5. Comprehending and evaluating the content and artistic aspects of oral and visual
    presentations (such as story-telling, debates, lectures, multi-media productions)
*express feelings through drama, poetry, or song (G1S1-PI2)
*describe feelings and emotions after watching a movie (G1S1-PI15)
*describe favorite storybook characters (G1S2-PI9)
*listen to, read, watch, and respond to plays, films, stories, books, songs, poems,
   computer programs, and magazines (G1S2-PI11)
*self-monitoring and self-evaluating language development (G1S3-D7)
*modify a statement made by a peer (G2S1-PI9)
*listening to, speaking, reading, and writing about subject matter information
   (G2S2-D3)
*read a story and represent the sequence of events (through pictures, words,
   music, or drama) (G2S2-PI15)
*using nonverbal communication in social interactions (G1S1-D3)
*shop in a supermarket (G1S1-PI10)
*use the telephone (G1S1-PI21)

6. Participating in formal and informal presentations and discussions of issues
    and ideas
*sharing and requesting information (G1S1-D1)
*defend and argue a position (G1S1-PI4)
*ask peers for their opinions, preferences, and desires (G1S1-PI6)
*engage listener's attention verbally or non-verbally (G1S1-PI11)
*volunteer information and respond to questions about self and family
   (G1S1-PI12)
*participating in popular culture (G1S2-D4)
*listening to and imitating how others use English (G1S3-D2)
*test appropriate use of new vocabulary, phrases, and structure (G1S3-PI8)
*practice recently learned language by teaching a peer (G1S3-PI15)
*use polite forms to negotiate and reach consensus (G2S1-PI5)
*negotiate cooperative roles and task assignments (G2S1-PI7)
*take turns when speaking in a group (G2S1-PI8)
*focusing attention selectively (G2S3-D1)
*practice an oral report with a peer prior to presenting it in class (G2S3-PI3)

*brainstorm ideas with native language peers prior to writing a composition on
  a given topic (G2S3-PI5)
*take risks in language (G2S2-PI15)
*use the appropriate register for business and friendly transactions
(G3S1-PI5)
*make polite requests (G3S1-PI18)
*compare gestures and body language (G3S2-PI2)
*respond to a teacher's general school-related small talk (G2S1-PI11)
*experimenting with variations of language in social and academic settings
(G3S3-D2)
*rehearse different ways of speaking according to the formality of the
setting
(G3S3-PI7)

7. Identifying and evaluating relationships between language and culture
        *offer and respond to greetings, compliments, invitations, introductions,
        and
          farewells (G1S1-PI18)
        *negotiate solutions to problems, interpersonal misunderstandings, and
        disputes
        (G1S1-PI19)
        *sharing social and cultural traditions and values (G1S2-D2)
        *talk about favorite food or celebration (G1S2-PI16)
        *follow directions to form groups (G2S1-PI6)
        *explain the reason for being absent or late to a teacher (G2S1-PI12)
        *listen to and incorporate a peer's feedback regarding classroom behavior
        (G2S1-PI16)
        *greet a teacher when entering class (G2S1-PI17)
        *ask assistance with a task (G2S1-PI20)
        *use verbal and nonverbal cues to know when to pay attention (G2S3-
        PI10)
        *interpret and explain a political cartoon, situation, comedy, or a joke
        (G3S1-PI3)
        *write a dialogue incorporating idioms or slang (G3S1-PI7)
        *determine when it is appropriate to tell a joke (G3S1-PI12)
        *demonstrate an understanding of ways to give and receive compliments,
        show
          gratitude, apologize, express anger or impatience (G3S1-PI21)
        *greet and take leave appropriately in a variety of settings (G3S1-PI22)
        *recognizing and adjusting behavior in response to nonverbal cues
        (G2S2-D4)
        *advise peers on appropriate behaviors in and out of school (G3S2-PI4)
        *demonstrate in a role play two aspects of body language common to
        one's own

culture (G3S2-PI7)

*analyzing the social context to determine appropriate language use (G3S3-D5)

*deciding when use of slang is appropriate (G3S3-D7)

*interpret meaning through knowledge of cultural factors that affect meaning

 (e.g., word choice, intonation, setting) (G3S3-PI2)

*rephrase an utterance when it results in cultural misunderstanding (G3S3-PI4)

*test appropriate use of newly acquired gestures and language (G3S3-PI8)

*use English and native languages appropriately in a multilingual social situation

 (e.g., cooperative games or team sports) (G3S1-PI19)

*compare body language norms among various cultures represented in the

 classroom or community (G3S2-PI1)

*determine the appropriate distance to maintain while standing near someone,

 depending on the situation (G3S2-PI5)

SCIENCE

1. Properties and principles of matter and energy

2. Properties and principles of force and motion

3. Characteristics and interactions of living organisms

4. Changes in ecosystems and interactions of organisms with their environment
   *explain change (e.g., growth in plants and animals, in seasons, in self, in characters in literature) (G2S2-PI12)

5. Processes (such as plate movement, water cycle, air flow) and interactions of Earth's
   biosphere

6. Composition and structure of the universe and the motions of the objects within it

7. Processes of scientific inquiry (such as formulating and testing hypotheses)
   *record observations (G2S2-PI13)

8. Impact of science, technology and human activity on resources and the environment

SOCIAL STUDIES

1. Principles expressed in the documents shaping constitutional democracy in the United
States

2. Continuity and change in the history of Missouri, the United States and the world

3. Principles and processes of governance systems

4. Economic concepts (including productivity and the market system) and principles
(including the law of supply and demand)

5. The major elements of geographical study and analysis (such as location, place,
movements, regions) and their relationships to changes in society and environment

6. Relationships of the individual and groups to institutions and cultural traditions
    *interpret a teacher's indirect command to behave properly (G2S1-PI1)

7. The use of tools of social science inquiry (such as surveys, statistics, maps, documents)
    *locate reference material (G2S2-PI16)
    *make pictures to check comprehension of a story or process (G2S3-PI11)
    *select materials from school resource collections to complete a project (G2S3-PI13)

FINE ARTS

1. Process and techniques for the production, exhibition or performance of one or more
   of the visual or performed arts
       *express feelings through drama, poetry, or song (G2S1-PI1)

2. The principles and elements of different forms

3. The vocabulary to explain perceptions about the evaluations of words in
   dance, music, theater and visual arts
       *engage listener's attention verbally and non-verbally (G1S1-PI11)

4. Interrelationships of visual and performing arts and the relationships of the
   arts to other disciplines.

5. Visual and performing arts in historical and cultural contexts

HEALTH/PHYSICAL EDUCATION

1. Structures of, function of, and relationships among human body systems
   *participating in full-class, group, and pair discussions (G2S1-D3)
   *compare and classify information using technical vocabulary (G2S2-PI1)
   *take notes as a teacher presents information or during film in order to
     summarize key concepts (G2S2-PI3)
   *synthesize, analyze, and evaluate information (G2S2-PI4)
   *define, compare, and classify objects (e.g., according to number, shape,
     color, size, function, physical characteristics) (G2S2-PI11)
   *gather and organize the appropriate materials needed to complete a task
     (G2S2-PI18)

2. Principles and practices of physical and mental health (such as personal
   health habits,
   nutrition, stress management)
   *sharing and requesting information (G1S1-D1)
   *expressing needs, feelings, and ideas (G1S1-D2)
   *getting personal needs met (G1S1-D4)
   *make an appointment (G1S1-PI3)
   *defend and argue a position (G1S1PI4)
   *make plans for social engagements (G1S1-PI9)
   *volunteer information and respond to questions about self and family
     (G1S1-PI12)
   *elicit information and ask clarification questions (G1S1-PI13)
   *clarify and restate information as needed (G1S1-PI14)
   *listening to, speaking, reading, and writing about subject matter
   information
     (G2S2-D3)
   *gathering information orally and in writing (G2S2-D4)
   *formulating and asking questions (G2S2-D11)
   *synthesize, analyze, and evaluate information (G2S2-PI4)
   *explain change (e.g., growth in plants and animals, in seasons, in self, in
     characters in literature (G2S2-PI12)
   *consult print and non-print resources in the native language when needed
     (G2S2-PI21)

3. Diseases and methods for prevention, treatment and control

4. Principles of movement and physical fitness
   *express enjoyment while playing a game (G1S2-PI15)

5. Methods used to assess health, reduce risk factors, and avoid high-risk
   behaviors
   (such as violence, tobacco, alcohol and other drug use)
     *compare and classify information using technical vocabulary (G2S2-PI1)

*take a position and support it orally or in writing (G2S2-PI8)

6. Consumer health issues (such as the effects of mass media and technologies on safety and health)
   *generate and ask questions of outside experts (e.g., about their jobs, experiences, interests, and qualifications) (G2S2-PI17)

7. Responses to emergency situations

MATHEMATICS

1. Addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
   - *listening to, speaking, reading, and writing about subject matter information (G2S2-D3)
   - *analyzing, synthesizing, and inferring from information (G2S2-D7)
   - *representing information visually and interpreting information presented visually (G2S2-D9)
   - *hypothesizing and predicting (G2S2-D10)
   - *demonstrating knowledge through application in a variety of contexts (G2S2-D13)
   - *compare and classify information using technical vocabulary (G2S2-PI1)
   - *synthesize, analyze, and evaluate information (G2S2-PI4)
   - *identify and associate written symbols with words (e.g., written numerals with spoken numbers, the compass rose with directional words) (G2S2-PI10)
   - *conducting transactions (G1S1-D6)
   - *shop in a supermarket (G1S1-PI10)
   - *exploring alternative ways of saying things (G1S3-D3)
   - *verbalize relationships between new information and information previously learned in another setting (G2S3-PI9)

2. Geometric and spatial sense involving measurement (including length, area, volume), trigonometry, and similarity and transformations of shapes
   - *comparing and contrasting information (G2S2-D1)
   - *analyzing, synthesizing, and inferring from information (G2S2-D7)
   - *representing information visually and interpreting information presented visually (G2S2-D9)
   - *compare and classify information using technical vocabulary (G2S2-PI1)
   - *synthesize, analyze, and evaluate information (G2S2-PI4)
   - *identify and associate written symbols with words (e.g., written numerals with spoken numbers, the compass rose with directional words) (G2S2-PI10)
   - *define, compare, and classify objects (e.g., according to number, shape, color, size, function, physical characteristics) (G2S2-PI11)
   - *rehearse and visualize information (G2S3-POI14)

3. Data analysis, probability and statistics
   - *comparing and contrasting information (G2S2-D1)
   - *listening to, speaking, reading, and writing about subject matter information (G2S2-D3)
   - *gathering information orally and in writing (G2S2-D4)
   - *selecting, connecting, and explaining information (G2S2-D6)
   - *analyzing, synthesizing, and inferring from information (G2S2-D7)
   - *representing information visually and interpreting information presented visually G2S2-D9)
   - *understanding and producing technical vocabulary and text features according to content area (G2S2-D12)

*demonstrating knowledge through application in a variety of contexts (G2S2-D13)
*compare and classify information using technical vocabulary (G2S2-PI1)
*synthesize, analyze, and evaluate information (G2S2-PI4)
*construct a chart synthesizing information (G2S2-PI9)
*define, compare, and classify objects (e.g., according to number, shape, color, size, function, physical characteristics) (G2S2-PI11)
*record observations (G2S2-PI13)
*construct a chart or other graphic data (G2S2-PI14)
*gather and organize the appropriate materials needed to complete a task (G2S2-PI18)
*consult print and nonprint resources in the native language when needed (G2S2-PI21)
*sharing social and cultural traditions and values (G1S2-D2)
*discuss preferences for types of music, book genres, and computer programs (G1S2-PI1)
*sharing and requesting information (G1S1-D1)
*elicit information and ask clarification questions (G1S1-PI13)
*use written sources to discover or check information (G1S3-PI6)
*asking and answering questions (G2S1-D4)
*evaluate a written assignment using rating criteria provided by the teacher (G2S3-PI4)

4. Patterns and relationships within and among functions and algebraic, geometric and trigonometric concepts
*comparing and contrasting information (G2S2-D1)
*gathering information orally and in writing (G2S2-D4)
*selecting, connecting, and explaining information (G2S2-D6)
*analyzing, synthesizing, and inferring from information (G2S2-D7)
*understanding and producing technical vocabulary and text features according to content area (G2S2-D12)
*demonstrating knowledge through application in a variety of contexts (G2S2-D13)
*compare and classify information using technical vocabulary (G2S2-PI1)
*synthesize, analyze, and evaluate information (G2S2-PI4)
*locate information appropriate to an assignment in text or reference materials (G2S2-PI6)
*identify and associate written symbols with words (e.g., written numerals with spoken numbers, the compass rose with directional words) (G2S2-PI10)
*define, compare, and classify objects (e.g., according to number, shape, color, size, function, physical characteristics) (G2S2-PI11)
*take notes to summarize the main points provided in source material (G2S3-PI8)

5. Mathematical systems (including real numbers, whole numbers, integers, fractions), geometry, and number theory (including primes, factors, multiples)

    *comparing and contrasting information (G2S2-D1)

    *selecting, connecting, and explaining information (G2S21-D6)

    *analyzing, synthesizing, and inferring from information (G2S2-D7)

    *representing information visually and interpreting information presented visually (G2S2-D9)

    *understanding and producing technical vocabulary and text features according to content area (G2S2-D12)

    *demonstrating knowledge through application in a variety of contexts (G2S2-D13)

    *compare and classify information using technical vocabulary (G2S2-PI1)

    *synthesize, analyze, and evaluate information (G2S2-PI4)

    *locate information appropriate to an assignment in text or reference materials (G2S2-PI6)

    *identify and associate written symbols with words (e.g., written numerals with spoken numbers, the compass rose with directional words) (G2S2-PI10)

    *define, compare, and classify objects (e.g., according to number, shape, color, size, function, physical characteristics) (G2S2-PI11)

    *actively connecting new information to information previously learned (G2S3-D8)

6. Discrete mathematics (such as graph theory, counting techniques, matrices)

    *comparing and contrasting information (G2S2-D1)

    *gathering information orally and in writing (G2S2-D4)

    *selecting, connecting, and explaining information (G2S2-D6)

    *analyzing, synthesizing, and inferring from information (G2S2-D7)

    *representing information visually and interpreting information presented visually (G2S2-D11)

    *compare and classify information using technical vocabulary (G2S2-PI1)

    *synthesize, analyze, and evaluate information (G2S2-PI4)

    *identify and associate written symbols with words (e.g., written numerals with spoken numbers, the compass rose with directional words) (G2S2-PI10)